# U.S. Department of Education 2013 National Blue Ribbon Schools Program

A Public School - 13WY1

School Type (Public Schools):	Charter	Title 1	Magnet	Choice	
Name of Principal: Mr. Scott	O'Tremba				
Official School Name: <u>Lovel</u>	l High School				
_	502 Hampshi Lovell, WY 8				
County: Big Horn	State School	Code Number	*: <u>0202055</u>		
Telephone: (307) 548-2256	E-mail: <u>sotre</u>	emba@bgh2.k	12.wy.us		
Fax: (307) 548-9452	Web site/URI	L: www.bgh2	2.k12.wy.us		
I have reviewed the information - Eligibility Certification), and				ity requirements on	page 2 (Part I
				Date	
(Principal's Signature)					
Name of Superintendent*: Mr.	Dan Coe S	uperintendent	e-mail: dcoe@	bgh2.k12.wy.us	
District Name: Big Horn Coun	ty School Dis	trict #2 Distr	rict Phone: (30	7) 548-2259	
I have reviewed the information - Eligibility Certification), and			ing the eligibi	ity requirements on	page 2 (Part I
				Date	
(Superintendent's Signature)					
Name of School Board Preside	ent/Chairperso	on: Mr. Bruce	<u>Jolley</u>		
I have reviewed the information - Eligibility Certification), and					page 2 (Part I
				Date	
(School Board President's/Cha	irperson's Sig	gnature)			

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

<sup>\*</sup>Non-Public Schools: If the information requested is not applicable, write N/A in the space.

## PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
- 5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
- 6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
- 7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
- 8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

## All data are the most recent year available.

## **DISTRICT**

1. Number of schools in the district	1	Elementary schools (includes K-8)
	1	Middle/Junior high schools
	1	High schools
	0	K-12 schools
	3	Total schools in district

2. District per-pupil expenditure: 13832

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: \_\_\_\_\_7

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	38	24	62
10	21	28	49
11	23	29	52
12	28	21	49
To	otal in App	lying School:	212

6. Racial/ethnic composition of the school:	0 % American Indian or Alaska Native
	0 % Asian
	0 % Black or African American
	9 % Hispanic or Latino
	0 % Native Hawaiian or Other Pacific Islander
	90 % White
	1 % Two or more races
	100 % Total
•	

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2011	212
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school:	0%
Total number of ELL students in the school:	(
Number of non-English languages represented:	(
Specify non-English languages:	

9. Percent of students eligible for free/reduced-priced meals: 28%

Total number of students who qualify: 59

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1_Autism	Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	11 Specific Learning Disability
2 Emotional Disturbance	9 Speech or Language Impairment
2 Hearing Impairment	Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
2 Multiple Disabilities	0 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Full-Time</b>	Part-Time
Administrator(s)	1	0
Classroom teachers	14	6
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	0	1
Paraprofessionals	7	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	3	0
Total number	25	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

12:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	92%	90%	86%	95%	89%

## 14. For schools ending in grade 12 (high schools):

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	47
Enrolled in a 4-year college or university	15%
Enrolled in a community college	67%
Enrolled in vocational training	4%
Found employment	6%
Military service	4%
Other	4%
Total	100%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

0	No
	Yes

If yes, what was the year of the award?

# **PART III - SUMMARY**

The Lovell High School Mission: Prepare for the future; inspire to learn; educate for life. The Lovell High School Vision: Prepare, inspire, and education

Lovell High School is a small rural school with an average of 200 students grades 9-12. LHS is a predominantly Caucasian populated school with a small Hispanic population. Lovell's population is approximately 2,200, and the average household income is below the national average of \$42,102. Besides hunting and fishing, the center of the town is the local high school. Our students are extremely competitive in activities as well as academics. Currently, 69% of our students are involved in an extracurricular activity.

In 2006, staff changes began to occur and a great deal of potential for student success was recognized by the new principal, due to a supportive community with a respect for education and a desire for students to excel. Parents called and visited him often regarding the school's poor use of instructional time, lack of communication from the school, lack of academic rigor and lack of post-secondary education success.

Through a combined effort of a committee of community members, staff and students, a supportive superintendent and school board, changes quickly took place. Some teachers resigned, and new teachers with a desire to put student achievement first were hired. Expectations for behavior and attendance were made clear and followed. A research-based master schedule was established, and professional development time each Friday afternoon was incorporated. A new curriculum was implemented that met the guidelines of Wyoming's Success Curriculum required for a statewide college scholarship. The school-level factors of Robert Marzono's What Works in Schools was used as our guide to improvement. Each teacher continues to support our academic focus by collaborating in committees to write our school improvement plan each fall. Parents and students also became part of this process. It didn't take long for LHS to change from a mediocre school to a high achieving school.

One of our first measures of success was a being recognized in 2009 by U.S. News & World Report as one of America's Best High Schools. During the 2010 11 school year, our five-year state accreditation visit was conducted by an AdvancEd team and representatives from the Wyoming Department of Education. LHS received three Highly Functional scores in the areas of Vision and Purpose, Governance and Leadership, and Teaching and Learning. We were one of the only districts in the state to receive highly functional scores in three out of seven areas. We were also recognized at the Wyoming School Improvement conference for this achievement. In our district's post-visit with the accreditation team, the representatives informed us we were a model school in the United States due mostly to seeing student-centered, highly engaging classrooms and lesson planning. Our staff proved their abilities to the accreditation team as well as to others. Our teachers have been awarded the District Teacher of the Year four of the past seven years. Our guidance counselor was named the Wyoming Counselor of the Year in 2010-11 and our superintendent was named the Wyoming Superintendent of the Year in 2011-12.

Another huge milestone was having one of the highest graduation rates (92.68%) in Wyoming for the 2010-11 school year. Our average daily attendance rate since 07-08 has been 95.00% or higher. Our state assessment (PAWS) has ranked us amongst the top in the state this past year in the areas of reading, math and science.

In summary, Lovell High School is deserving of this prestigious award for many reasons. Our students have demonstrated excellent academic performance. Our school has scored high in its accreditation process. Our students' attendance and behavior is excellent (in a typical year we have little to no major discipline violations; last school year only four were reported). Our parents and community are involved

in the education of their students. LHS continues to seek ways to improve learning each year through its school improvement process and continuing professional development.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

#### 1. Assessment Results:

A: PAWS: The primary purpose of the Proficiency Assessments for Wyoming Students (PAWS) is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming. In 2004, PAWS became the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in reading, writing, and mathematics for grades 3 - 8 and 11. In 2008, a science assessment was implemented for grades 4, 8, and 11. The PAWS is a multiple choice assessment in reading, math, and science. Student performance on the PAWS is classified into one of four performance levels: advanced, proficient, basic, or below basic. Cut scores are determined by the Wyoming Department of Education in compliance with No Child Left Behind.

ACT Suite: The ACT is mandatory for all Lovell High School juniors, the PLAN is mandatory for all sophomores, and the EXPLORE is mandatory for all freshman. All of these assessments measure college readiness standards in reading, English, math, and science. We use the results to address individual needs and system effectiveness. Currently, Lovell High School uses the College Readiness Benchmark scores to determine college and career readiness. The state of Wyoming is in the process of defining the cut scores for advanced and proficient students to determine AYP.

As of the 2012-13 school year, the ACT will be used as the state of Wyoming's test to determine AYP for high schools.

B: Assessment results at Lovell High School have shown a performance trend towards improvement in the last five years in both reading and math. We utilize PAWS (Proficiency Assessment for Wyoming Students) results as the primary measurement of improvement. Analyzing subgroup performance is difficult in a small school setting. The only subgroups that consistently have ten or more students are free/reduced lunch, and the white ethnic group. We do use subgroup data to monitor performance from year-to-year and are proud to say that we consistently make AYP in all areas. The main approach we use to close any achievement gaps is student-by-student, on an individual basis rather through subgroup performance.

During the past five years, Lovell High School has made a concerted effort to adhere to the standards and practices outlined in the AdvancED School Improvement process. This work has involved the staff, students, and parents of the school community. Each year school committees meet to analyze assessment data and define school improvement goals for reading, writing, math, and science. Professional development is provided to staff members through on-site trainings, state and national conferences. The staff at Lovell High School has taken an active ownership of this process and how it impacts instruction in their individual classrooms. The principal monitors the implementation of the goal-related activities. All of this work has contributed to significant gains not only in reading and math, but also in science. In each content area, Lovell has made growth and has moved into the ranks of the top performing schools in Wyoming.

Lovell High School has a strong focus on individual student achievement. The Building Intervention Team meets on a regular basis to identify at-risk students and find instructional solutions to help strengthen areas of weakness. We are a small school which makes attention to each individual student possible. The tiered instruction system of the regular classroom, concurrent enrollment, Tier 2 classroom, and the special education setting provides a spectrum of learning environments to meet the full range of educational needs of students.

Our PAWS for 2011-12 have reached our highest level to date: Reading 92% proficient or above, ranking fourth in the state and moving up six spots in a year; math 86.2% proficient or above, ranking fourth and moving up four spots in state rankings; science 73.4% proficient or above, ranking second in the state compared to the state's 49.0%. Writing was not included on the state assessment during the 11-12 school year; however, in 10-11, writing proficiency scores were 90% proficient or above.

We had strong ACT scores in 2012 compared to the state with our reading average 20.6 compared the state's 19.6; our English average 19.3 compared to the state's 18; our math average 20.4 compared to the state's 19.6, and Science was 20.6 compared to the state's 19.6.

In reading, we have had significant improvement moving from 49% proficiency in 2007-08 to an impressive 92% proficiency in 2011-12. In the past, reading scores were pretty much the sole responsibility of the English department. However, in the past five years this has changed significantly through the school wide initiative of content area reading. All courses have incorporated reading into their curriculum which immerses students in literacy-rich instruction throughout the day. This work has set the stage for the implementation of the Common Core State Standards which supports and fully defines the concept of literacy in all classrooms.

Math has also shown great strides in performance in the last five years. In the last two years at Lovell High School, 80% of students were proficient or advanced on PAWS. The Lovell High School math committee has thoroughly examined assessment results from both middle school and high school to determine possible factors that could impact student achievement. Trends were noticed in the transition between middle school and high school. This work led to the implementation of Algebra I at the middle school level and a change in the course referral process from middle school to high school. In addition, the math committee advocated for a consistent course sequence from grade-to-grade.

## 2. Using Assessment Results:

The use of student assessment data is used for two main purposes: 1) School improvement and 2) Individual growth. In essence, we use assessment data to find ways to improve the school system and to address individual student needs.

On a yearly basis, Big Horn County School District #2 develops an assessment profile using PAWS and MAP results. The assessment profile is designed to answer the following questions:

- Is there verifiable growth in student performance? At the district level? School level? Grade level? Cohort level?
- How do we compare with state level performance? (PAWS)
- How do we compare with national level performance? (MAP, ACT)
- Do we see trends in performance that indicate a need for district or school improvement?

This set of student assessment data serves as a foundation for school improvement planning and decision-making. Lovell High School maintains school goals for reading, math, writing, and science. Each year we closely examine PAWS results to define strategies for each goal to improve instruction. We have a well-defined process for analyzing assessment results that documents performance at a building level, grade level, subgroup level, and skill level. This work is done by stakeholder committees consisting of the principal, counselor, teachers, students, and parents. Performance targets are developed at the beginning of each school year using assessment results. These targets are used to evaluate achievement success and prompt the development of improvement strategies.

In reading, we use three foundational strategies that address: 1) Core Curriculum, 2) Meeting the Needs of Non-Proficient Students, and 3) Reading in the Content Areas. Using assessment data we are able to determine activities to improve instruction in each of the three strategy areas. In math we have similar strategy areas: 1) Core Curriculum and 2) Meeting the Needs of Non-Proficient Students. These strategies build a comprehensive approach to school improvement that addresses the core curriculum for all students and supplemental interventions for non-proficient students in both regular and special education.

The vision, mission, and beliefs of Lovell High School are focused directly on students and their performance. These statements guide practices to set up a learning environment that is optimal to student success. Lovell High School is committed to increasing student achievement by providing curriculum and instruction that meets the needs of all students.

The use of assessment results has an important role in identifying individual needs. As we look at individual student achievement, we use a multifaceted assessment system which includes PAWS (statewide assessments), MAP (Measures of Academic Progress: a nationally normed test), and our locally developed district assessments. At the beginning of the year student assessment profiles are developed which document assessment results through time. This provides a comprehensive data set from which we can make decisions about student needs as opposed to any single test event. We utilize a tiered instruction model with the majority of students provided learning opportunities of the core curriculum in the regular classroom. Lovell High School has a Tier 2 coordinator who works directly with the Building Intervention Team and the school counselor to analyze assessment results to determine instructional directions. The Tier 2 coordinator then provides supplemental instruction to identified students. The Lovell High School Special Education team relies on assessment data to develop and monitor Individualized Learning Plans. Throughout the year we monitor student performance through formative assessments (i.e., AIMS web), course grades, and district assessments. In addition, teachers analyze individual student assessment results (PAWS, MAP, and classroom assessments) to determine areas of individual student need. Teachers have been trained to review school and individual student results to plan and implement differentiated instruction.

Students, parents, and community members are informed of assessment results in a number of ways. We send home PAWS reports at the beginning of each school year to report achievement status on the statewide test. Students and parents receive reports documenting performance on MAP two times during the year. Students and parents have immediate access to course-based assessments through PowerSchool. Community members are informed of student assessment results on a yearly basis through a District Report Card to the community which is published each year in the local newspaper. In addition, the district website posts assessment results which are available to the public.

#### 3. Sharing Lessons Learned:

After our biology teacher was named as the district teacher of the year and nominated as a state of Wyoming teacher of the year, he was asked to present at the Wyoming School Improvement conference. His topic was a curriculum he had developed for a class he created called CRM/GIS. He presented on how the students in this course work with the local Bureau of Land Management (BLM) and the town's government to map projects including tracking insidious trees and the work the bureau had done to try and eliminate them.

This current year the principal of LHS was also invited to speak at the School Improvement conference as a result of LHS being named a High Achieving school in Wyoming based on PAWS data and having the state's highest graduation rate. The school was asked to present on instructional strategies primarily in reading and math. The presentation's key point was how the school improvement process (AdvancEd) improved student achievement. This includes data analysis to determine PD and research-based instructional strategies.

Staff members are required to present knowledge gained from PD trainings they attend, so other teachers may incorporate new strategies into their planning. For example, after attending the NCTE conference, the English department presented on literacy strategies, including vocabulary acquisition.

Because of LHS's incorporation of iPads, our math teachers have presented on differentiating math curriculum for three consecutive years at a state technology conference, two of these years in collaboration with LES.

For the first time in many years, the district para-educators received PD training in taking a team approach to meeting the needs of students in the classroom. This instruction was conducted by one of our special education teachers and our Tier 2 Coordinator. This professional development was based on the study of two training texts.

The decision making strategies outlined in the book *The Six Thinking Hats* by Edward DeBono were influential in two important changes at Lovell High School and BGH2: Weekly Friday afternoon PD and the master schedule change. The school principal used the book's strategies to lead stakeholders through a master schedule review that resulted in positive change for the middle and high school. The principal was then asked to train the district administrative team and the Board of Trustees in these decision-making strategies.

LHS teachers lead collaborative meetings with the middle school on professional development days to align curriculum and assessment in the core content areas.

## 4. Engaging Families and Communities:

Recently, a new teacher to our school commented that in her former schools, she had never been required to communicate with parents and students to the extent required at LHS. Lovell High School strives to be a transparent school, utilizing PowerSchool to communicate real-time grades, teacher comments, and attendance. It is our goal to keep our parents involved in their child's education, and access to student information at the parent's convenience helps ensure this. We provide frequent communication through a variety of mediums. The principal makes a weekly phone call containing the school bulletin and important notices to all staff and parents. All staff is required to write an article for the monthly newsletter. In PowerSchool, teachers are required to keep grades current on a weekly basis and to give a description of each graded assignment and assessment; attendance is updated each class period and behavioral comments are posted as needed. The parents receive training and information to access PowerSchool each fall.

A parent open house is held each fall the first week of school. The parents follow their student's schedule, visiting each classroom to obtain pertinent classroom information from each teacher. A course syllabus is sent home at the start of each term, including a synopsis of the class, behavioral expectations, contents standards and activities. As part of the teacher evaluation process, all teachers are required to keep records of parent contacts through meetings, phone calls or emails. A parent-teacher conference is held at the end of the first quarter of school. Parents are invited to attend several informational meetings through the counselor's office each year. This includes student registration meetings, a senior informational meeting, a freshman/new student, parent/student orientation, and a host of school extra-curricular activities. The community is also invited to attend other exhibitions throughout the year.

The most successful strategies besides teacher communication and availability have been our Building Leadership Team (BLT) and Building Intervention Team (BIT). The BLT is involved in all aspects of the school. The principal seeks annual input on the school improvement plan which is presented by the teachers; school assessment data from the prior school year; the writing of the student/parent handbook; and any current school issue(s). Most recently a policy was developed by the BLT to honor former outstanding staff and students. The BIT includes parents of at-risk students and the students in developing interventions to improve student achievement.

## PART V - CURRICULUM AND INSTRUCTION

#### 1. Curriculum:

LHS develops and implements core curriculum built on the Wyoming Content and Performance Standards. These include standards for the nine content areas of language arts, mathematics, science, social studies, foreign language, fine and performing arts, health, physical education, and career/vocational. In 2011, the state of Wyoming adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics. This College and Career Ready set of standards impacts all classrooms with the inclusion of literacy standards in all areas. All classrooms utilize a curriculum and assessment system aligned to the Wyoming standards.

As a small rural high school, LHS takes advantage of all opportunities and resources to maximize student learning. We strive to utilize our teaching staff to enhance course selection inside the walls of our high school. We also go outside of our school to find opportunities to meet the learning needs and interests of our students. Our school also partners with multiple outside agencies to offer students additional curriculum to address their individual needs and interests. For example, students interested in pursuing healthcare occupations can take medical terminology, human anatomy, and other health related courses. Through state community colleges, our students take an assortment of classes to meet their needs such as equine studies, sociology, psychology, computer science, journalism, digital photography, diet and exercise, and theory of coaching among others. Our partnerships with outside agencies also allow us to challenge our higher achieving students and diversify their education so that they have the exposure to more complex content. These courses allow all students to build upon what they've learned within our walls.

To enhance the social studies classes offered at LHS (world geography, civics, American history, and world history), our students enroll in the following classes through state community colleges: U.S. from 1865, world civilization, American government and Wyoming government.

To address foreign language requirements, LHS offers Spanish I and II as well as College Spanish I and II. Students are able to take other foreign language courses at the college level through online courses and interactive television such as Chinese, Japanese, and American Sign Language. In addition to these offerings, our students take a wide variety of online dual enrollment courses that are part of their regular class schedule. LHS provides not only a classroom where students work but also a full time distance learning coordinator who assists them in their classes. Students can also take the following concurrent enrollment classes: college algebra, pre-calculus, Calculus I, architectural drafting and computer aided drafting. All college dual or concurrent courses including books and tuition are paid for 100% by the school district. Over 40,000 dollars is funded toward these dual and concurrent enrollment classes each year.

For Fine and Performing Arts, students take Art I, II, III and IV, swing choir, choir, girls' choir, band, and guitar ensemble at Lovell High School. They compete in state art competitions and several band and choir competitions as well as showcase their talents in local performances. Some fine arts students attend private music lessons at the nearby community college, and others have studied music theory through the college.

Health and PE are required classes for sophomore students. As a continuation of these courses, students take lifetime activities, an integrated health and PE class that teaches and promotes health and fitness for life. Some students have continued these studies through dual enrollment courses.

LHS prides itself in the number of career and vocational courses it offers, especially for being such a small school. Our school provides several courses that prepare students in the following career

clusters: Arts, AV technology and communication; human services; marketing, sales and service; architecture and construction; transportation, distribution and logistics; and manufacturing. Again, many of the courses in these career clusters are dual enrollment courses.

In additional to encouraging our students to take college rigorous classes, we have increased the rigor in all of our classes to help students meet the college and career readiness standards. The increasing demands of these standards have been felt by our state as the ACT is now our state mandated accountability exam. Each teacher is required to imbed the ACT standards in their courses, which closely align to the CCSS. In collaboration with our curriculum director, many of our core teachers have aligned the CCSS with the ACT standards, particularly in the areas of math, science, and English. Additionally, a core group of teachers attended ACT College and Career Readiness workshops in order to assist our staff in implementing these important changes.

The school defines additional curriculum expectations through the School Improvement Plan. The AdvancED content area committees gather, analyze and use data and research to create school activities and strategies that each teacher must apply in reading and writing classrooms throughout the year.

District policies define expectations for curriculum requirements. LHS further defines curriculum expectations in the staff handbook and LHS Curriculum Guide. LHS uses the district evaluation system which includes criteria for the development of 21st Century Curriculum.

Curriculum is planned and documented through lesson plans, unit plans, course syllabi, and curriculum maps. Lesson and unit plans provide direction for teachers to implement a guaranteed and viable curriculum built on the standards, school improvement activities, and individual student needs. Lesson plans document content, performance standards, and instructional strategies. Each teacher has been trained to engage students in higher order thinking and application of learning. Techniques such as Quantum Learning and application of Bloom's Taxonomy (cognitive domain) are documented in lesson plans to engage students in active learning and provide rigor. The course syllabi documents major units of study, standards and benchmarks addressed, and assessments. Lovell High School utilizes the Curriculum Mapper online program to define course maps, providing an overview of instruction and allowing for analysis of the alignment of standards.

A viable curriculum is unattainable without the benefit of time" (Marzano, 2003). LHS strives to preserve instructional time in order to deliver curriculum. Time has been added to the start and end of the day for daily announcements. Each class meets four times a week, 65 minutes three times a week and 32 minutes on Fridays. This schedule is researched based by a stakeholder committee that found students who meet frequently and between 55-65 minutes achieve better in the classroom and on standardized tests than students who meet less frequently or for shorter amounts of time.

It is a staff decision when we interrupt classes. We have worked hard to coordinate and combine testing schedules to free up more instructional time. We have approximately two school assemblies a year. The majority of all special school-wide information is done on the daily announcements over a closed circuit television system or it is done in individual classrooms where it will work into the curriculum.

## 2. Reading/English:

At Lovell High School, we are fortunate to have a small department, where we collaborate to ensure our students are exposed to a variety of English works and strategies while maintaining consistency at the same time. This communication is vital since English is a rare beast, focusing on lessons ranging from the semicolon to Shakespeare. Because this subject is so diverse, college and career readiness is a driving force for our curriculum decisions. Our units and assessments reflect authentic tasks and skills that encourage students to challenge themselves. Our English teachers strongly believe in differentiated instruction, allowing students choices in showcasing their creativity. Our curriculum fosters a love of

language, literature, and writing, while at the same time, preparing students for the post-secondary path they choose.

Our school staff realizes the importance of reading and writing in all content areas. They do not disregard it as trivial but rather embrace the responsibility of growing literacy in all students. For the last decade, teachers have utilized a building writing rubric, ensuring consistency and driving home to students that quality writing is just as important in woodshop as it is in American history. Our school has made training for reading and writing across the curriculum a priority. This semester our staff will be participating in a book study on Chris Tovani's *Do I Really have to Teach Reading?* Because of these efforts, student scores on state tests continue to rise.

Last year, an instructional facilitator helped to identify struggling students in reading who then received tier two interventions, including ACE Reader, a researched based computer program that targets reading comprehension and fluency. This school year, our district allotted money to hire a tier two coordinator whose job is to specifically oversee these students. On the other end of the spectrum, students who excel in reading are encouraged to take college classes. Students continually demonstrate their ability to tackle the reading complexity of these courses. Many graduate from our school having already earned several college credits. The size of our school provides us with more opportunities to individualize instruction, allowing us to meet the needs of both struggling and advanced readers.

Our strong conviction that reading and writing are essential skills for success in both college and careers is validated when after graduating, many students come back to thank us for pushing them to prepare them for their next phase of life.

#### 3. Mathematics:

The mathematics curriculum at Lovell High School is a researched, standards-based curriculum provided by Glencoe McGraw Hill. Classes at LHS range from Pre-Algebra to Calculus as well as concurrent enrollment courses taught in partnership with the local community college. The curriculum is supplemented with ACT preparation and individual progress monitoring which assists in appropriate course placement. An additional method aiding course placement of our transitioning middle school to high school students is collaboration with the Lovell Middle School staff.

The methods used to implement and differentiate curriculum by the math department at LHS consist of items from technology to quality of staff. Technology is used to differentiate instruction to help students become proficient on the curriculum. The types of technology used to differentiate consist of, but are not limited to, iPads, online ACT prep, and ALEKS. Each student's deficiencies are identified and placed on programs with iPads and an online program called ALEKS to help with these deficiencies. Another method to identify and differentiate teaching is from test data. The faculty analyzes test scores each year to ensure proper programs are in place for deficient students. Collaboration with the middle school staff ensures the ongoing spiral of curriculum students need to be successful.

LHS hires quality math teachers to improve student achievement. All math teachers at LHS have earned a master's degree and are currently adjunct teaching with the local community college. The faculty understands the importance of providing a safe and welcoming environment to the students. All math teachers are personable and show an interest in the students' lives outside of the classroom. All teachers are coaches as well as participate in other extracurricular activities to gain relationships with the students.

The main reason that LHS has performed exceptionally in math is due to the high moral and ethical standards the entire school has set. The environment at LHS is conducive to learning. Students are held accountable not only in the math classrooms but in all classrooms. Without a consistent moral and ethical standard set for students' accountability, learning will not take place. The combination of a strong

curriculum, integrated technology, quality staff, and school learning environment is why the math department at LHS is among the top in the nation.

#### 4. Additional Curriculum Area:

The Science Department at Lovell High School consists of three teachers and three science curriculum areas: Biological, Physical and Agricultural Sciences. Each teacher has primary responsibilities in one discipline, which gives us the ability to establish continuity from year to year in each of these subject areas. Science educators not only emphasize science content but also emphasize scientific process skills in their classrooms. As students move vertically through their science course progression, these skills are reinforced through practice and application. This allows us to avoid gaps in student learning regarding these process skills. Science instructors at LHS are aware of the learning levels and needs of our students based on previous academic performance and test data. This allows us to reinforce necessary skills and scientific concepts. Student data analysis also helps us maintain the necessary rigor that fits the needs of the students we serve.

The staff at Lovell High School is very cognizant of the basic skills that are necessary for our students to be successful academically and vocationally. Each teacher in our science department has a broad array of experiences outside of academia that we can draw from in our lesson planning and class design. These connections help us show students how our science curriculum can be useful in many facets of life outside of high school. We recognize the need to reinforce good work ethic, problem solving, and communication skills that our students will need in both post-secondary academics and vocational career fields.

Our school has provided us with professional development opportunities that have helped us utilize strategies to improve students' use of language skills in science and technology. Our department has been using this professional development to meet two goals related to student success beyond the doors of Lovell High School. The first, to improve problem solving through independent research and completing complex multistep procedures, has been addressed in all science classes at all levels. The second; to analyze, translate and express the results of these procedures, is reinforced as students write reports summarizing their results.

As we pursue our goals and analyze student science performance at Lovell High School, we find that our students are some of the top performers in the state. On Wyoming's cumulative standardized test (PAWS) our students scored first compared to all other Wyoming high schools in 2010-2011 and second in 2011-2012. Most importantly, however, with the concerted effort of all LHS staff, we feel our students graduate prepared for whatever they wish to pursue.

## 5. Instructional Methods:

We learned even though our staff is evaluated on differentiating their instruction, we needed to address subgroups. Culturally, LHS has little ethnic diversity, which means we are often unable to meet the subgroup requirements. While our test data does not show significant gaps in socioeconomic and gender groups, these groups are still closely monitored for achievement. This makes it difficult to determine if the achievement differences are due to subgroup status or individual differences. As a solution, we designed our school improvement plans to include a strategy for non-proficient students as we see the non-proficient students as a subgroup. As we look at the group of non-proficient students, we may discover other subgroups that need attention. As we investigated the composite of the non-proficient students we look for trends these students have in common. For example, in math, we realized that many of the non-proficient students had been enrolled in pre-algebra. This caused us to implement the use of AIMS web in our pre-algebra class to progress monitor those students. Our students on IEP's are often a part of the non-proficient subgroup. We are researching writing programs that better meet the needs of these students.

We used disaggregated data to develop individual learning plans for students scoring below the identified cut scores. The use of technology is often key in delivering these individualized plans. For example, in math classes students utilize iPad apps to remediate deficiencies in math skills. Also, students have at their disposal a variety of researched-based software that closes the gap between current performance levels and grade level requirements.

Technology is used across the curriculum to address different levels of student performance and learning styles. Teachers have utilized Smart Boards, virtual field trips, iPad stations, computer labs and other content-specific computer programs to meet the needs of students. High achieving students access advanced programs/courses through the internet and the Wyoming Educational Network (interactive television).

Our class sizes are small, so teachers have a great deal of opportunity to meet one-on-one with students to give feedback, to review assessment data and classroom assessments, to accommodate based on IEP's or 504's, to make referrals and be involved with the Building Intervention Team. Teachers incorporate a number of learning modalities, vocational education materials and equipment, smart boards, iPads, computers, software, current textbooks and supplements to the curriculum.

### 6. Professional Development:

The staff has been provided with 10 full days of professional development throughout each school year. In addition, we receive two hours each Friday afternoon for professional development. Based on our assessment data and our school improvement plan, professional development topics have been studied and incorporated to guide instruction and increase student performance. These include but are not limited to curriculum mapping, book studies of Bob Marzano's *What Works in Schools* and Todd Whitaker's *What Great Teachers Do Differently*. Marzano's Five School-Level Factors (guaranteed and viable curriculum; challenging goals and effective feedback; parent and community involvement; safe and orderly environment; collegiality and professionalism) are reflected in meetings and goals as well as in our Vision and Mission statements and our beliefs. This has fostered a learning environment that we believe has contributed to school-wide improvement.

Other professional development has included Quantum Learning - an instructional method introduced by LHS summer school staff members the spring of 2008. The district has provided full day professional development training in the Common Core State Standards from our district curriculum director who has attended extensive common core trainings. This professional development for both common core and curriculum mapping was completed in conjunction with the middle school staff. All professional development must be aligned with our school improvement plan, and our current focus is on embedding literacy standards in each classroom. Our staff is conducting a book study every Friday afternoon using the book *Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12* by Chris Tovani.

Our school's professional development plan is based on our school's AdvancED strategic plan, which is written each fall by three teacher committees: math, literacy, and science. These committees develop a school-wide school improvement plan based on the prior year's state-wide assessment and the ACT. Our main focus this year has been to align our professional development with the newly adopted Common Core State Standards.

School procedures for professional development require staff to keep PD logs. Professional development is closely monitored by the principal, superintendent, and curriculum director. The agendas have to follow items that have been approved by the superintendent. Teachers are also given opportunities for further professional development in their content area: NCTE, NCTS, RTI training, ACT preparation, IRA convention, ASCD, and the annual Wyoming State School Improvement conference, and others.

### 7. School Leadership:

All decisions made in the areas of professional development, instruction, and programs implemented at LHS reflect our vision, mission and belief statements, where student achievement is the focus. Our annual AdvancEd School Improvement plan is data-driven based on our most recent school-wide assessments and targets student achievement, professional development, and instructional strategies, and resources to provide for these. As part of the improvement process, staff members chair committees in literacy, math and science, where assessment data is analyzed to determine areas of weakness. Our school improvement strategies and professional development are then geared toward improving student achievement.

In addition, LHS holds itself accountable for student achievement through the AdvancED process by utilizing its building leadership team (comprised of staff, parents, community members and students) who reviews and approves the annual school improvement plan and the results of the prior year's plan. The BLT is also instrumental in making policy decisions and reviewing data such as community, student and staff surveys, professional development topics, the school district calendar, assessment review to assist in instructional program development and review of data reflecting student behavior such as discipline reports, attendance and policies in regard to these or other important issues. The BLT has developed school policies, outlining rewards and consequences for attendance as well as behavioral expectations for the student handbook. This work ensures a safe and orderly environment which promotes student achievement.

The adoption of our current modified block schedule demonstrates school leadership. Our principal spearheaded a committee to restructure student learning time, specifically looking at the daily schedule. In conjunction with stakeholders, the principal researched various schedules that maximized student learning. To guarantee a viable curriculum and optimize learning time, research showed that the most efficient schedule for student success was the modified block schedule, where students met frequently for extended periods of time. Another improvement to maximize student learning time was made through this same committee by limiting student release time, student aides and other non-academic student time such as study hall.

The curriculum director, school counselor, and principal also headed a total revision of our school's course offerings. Our math went from using the Interactive Mathematics Program for their curriculum to teaching traditional math to ensure preparation for the ACT. Our English department added a college prep course and our foreign language and science departments were updated to meet the state's success curriculum recommended to prepare students for college.

# **PART VII - ASSESSMENT RESULTS**

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: PAWS: Proficiency Assessment for Wyoming Students

Edition/Publication Year: 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	86	80	65	78	77
Advanced	15	22	8	20	15
Number of students tested	48	50	39	41	47
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	1	1	1	1	
Percent of students alternatively assessed	2	2	3	2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econom	nic Disadvantage	d Students			
Proficient Plus Advanced	70	73		73	58
Advanced	0	33		33	0
Number of students tested	10	15		15	12
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced		33			
Advanced		0			
Number of students tested		12			
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	88	79	67	81	75
Advanced	16	21	8	22	16
Number of students tested	43	47	36	36	44

13WY1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: PAWS: Proficiency Assessment for Wyoming Students

Edition/Publication Year: 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	92	86	85	54	49
Advanced	15	29	15	18	9
Number of students tested	46	49	39	40	47
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	1	1	1	1	
Percent of students alternatively assessed	2	2	3	2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econom	nic Disadvantage	d Students			
Proficient Plus Advanced	100	73		53	33
Advanced	1	20		15	8
Number of students tested	10	15		15	12
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced		67			
Advanced		0			
Number of students tested		12			
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	95	85	86	56	45
Advanced	17	32	17	17	2
Number of students tested	43	47	36	36	44

13WY1